

Command and Staff College

Master of Military Studies



Requirements for the Degree

AY 2010-11

UNITED STATES MARINE CORPS
Command and Staff College
2076 South Street
Marine Corps Combat Development Command
Quantico, VA 22134-5068

Master of Military Studies

Requirements for the Degree

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Submitted by:

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1. INTRODUCTION

A. The Marine Corps Command and Staff College (CSC) initiated its Master of Military Studies (MMS) program in academic year 1993-94. The MMS program is your opportunity to research, analyze, and reach conclusions on a topic of your choice. It is highly possible that your findings will prove of interest to the profession of arms across service lines and perhaps internationally as well.

B. The program and its degree are fully accredited by the regional academic agency, the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). Qualified students in residence at the College, to include International Officers, may seek a professional master's degree in addition to the CSC diploma in recognition of their work during the academic year. While there are requirements for the MMS degree that go beyond the requirements of the regular curriculum—writing and defending the MMS paper, for example--the MMS process is also fundamentally tied to success in the core curriculum and its elective offerings.

C. The MMS program at CSC involves performance in two significant areas: **first**, the production of an analytical paper on a topic of professional interest and significance; and **second**, the conduct of an oral defense of that paper before a committee of faculty members. The committee will consist of civilian Ph.D. professors and, as necessary, a military faculty advisor based upon the topical requirements of the MMS.

D. The purpose of producing the MMS *paper* is to hone your skills in communicating ideas in written form. The purpose of conducting the *oral defense* of the MMS paper is to sharpen your capacities in spoken communication.

(1) Students are encouraged to inquire into an area of **professional significance**, **academic importance**, and **personal interest** within the context of military affairs. The advantages of this year in residence include proximity to library resources and guidance from Marine Corps University faculty. This environment presents a unique opportunity not often encountered in typical career assignments.

(2) Participation in the MMS program improves the student's abilities to conceive and carry out a formal inquiry and to defend the product of that inquiry before an oral defense committee. The final MMS paper should communicate sound and original ideas and analysis in writing that is clear, correct, formal, and persuasive. The project should include primary or unpublished sources if these are available.

(3) Appropriate graduate-level topics for research and inquiry may be found in all warfare environments. Some military commands maintain lists of subjects upon which they would like research and original thinking done; it is entirely appropriate for MMS candidates to make a contribution to service knowledge in just such an area.

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(4) Writing at the classified level is discouraged because of the desirability of free and open exchange of ideas within the profession of arms. Should the opportunity of writing at the classified level occur, however, determination will be on a case-by-case basis.

E. Early in the first semester, conference groups will attend a short orientation to the research resources housed within the Gray Research Center. Your conference group will receive an opportunity for a scheduled visit to one of these Research Center Overviews. The sessions are brief, and they are intended to help you identify resources to which you can return at a later opportunity. Students are also encouraged to make use of the CSC web page being developed by the library research staff.

2. MAJOR ELEMENTS OF THE MMS PROGRAM. Major elements of the MMS program are set forth below.

A. The MMS candidate completes an MMS paper (of not less than 20 pages of text) of acceptable content and quality of expression and based on original research and writing (and including an executive summary, text, notes citing authorities/evidence, and a bibliography containing relevant primary and secondary sources). (See Appendix G for Milestones)

B. The professor serving as mentor for the MMS paper makes the determination that the paper is ready to be sent forward to the oral defense committee and so notifies COMPASS (Committee on Master's Program Standards). A military faculty member also serves as a mentor for MMS papers whose topics appropriately require contemporary operational expertise. An example might be a paper analyzing the evolution of Marine medium-lift helicopter capabilities in the context of current operations, or perhaps one considering the application of combined-action techniques in Operation Iraqi Freedom.

C. In coordination with COMPASS, the MMS paper's mentor establishes the oral defense committee and schedules the time and place for the oral defense.

D. The MMS candidate conducts an oral defense (one hour in length) of the MMS paper, to include its thesis, research methodology, argument, evidence, and content, before the oral defense committee as established above. Military faculty advisors are encouraged to attend and participate in the discussion.

E. The oral defense is conducted during the period March-April of the academic year, although sessions may be scheduled earlier upon the recommendation of the MMS Ph.D. mentor.

F. The members of the oral defense committee sign an MMS paper whose quality and that of its oral defense they judge as satisfactory.

G. In the event of an unsuccessful oral defense or problems with the MMS paper, the MMS candidate may be given written comments detailing deficiencies and the opportunity of petitioning through the mentor to COMPASS for a second (and final) oral defense.

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3. REQUIREMENTS TO ENTER THE MMS PROGRAM. In order to enter the program and become an MMS candidate, the applicant must meet five requirements beyond those for all CSC students. These requirements are set forth below.

A. The applicant must hold a generally or nationally accredited undergraduate degree (United States bachelor's degree or its equivalent) and submit an official transcript to the Marine Corps University (MCU) Registrar by **5 November 2010**.

B. International officers must take, prior to arrival at CSC, the Test of English as a Foreign Language (TOEFL) and obtain a score of 560 Paper-Based Test (PBT), 220 Computer-Based Test (CBT) or 83 Internet-based Test (iBT). Official paperwork with the test scores must be submitted to the MCU Registrar.

C. The applicant must, at the time of the application, have signatures of concurrence from both faculty advisors.

D. The applicant must, at the time of application, have signatures of concurrence from both conference group faculty advisors.

E. The applicant must meet the prescribed deadlines for progress on all MMS requirements.

F. Candidates, including International Officers, must earn at least a semester grade of "B" for all Command and Staff College courses, including electives.

G. All candidates must successfully complete an oral defense by **29 April 2011**. All materials must be submitted to Operations by **6 May 2011**.

4. FOCUS OF THE MMS PAPER

A. The focus of the MMS paper may be the Operational Art, Culture and Interagency Operations, military affairs, or any aspect that the student wishes to pursue as a professional research interest.

B. The MMS paper is far more than merely a report on a topic. Rather, it is a professional communication written for the larger community of military students interested in knowing more about topics relevant to the profession. To be effective, such a paper must have its own point of view. It must take a position on its subject and arrive at a unique conclusion. This clarity of focus and analysis means that an MMS paper goes beyond being:

- (1) A summary of articles or books.
- (2) The ideas of others repeated uncritically.
- (3) A group of quotations, no matter how skillfully woven together.
- (4) An unsubstantiated personal opinion.

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(5) The reproduction of someone else's work without acknowledgment.

(6) A study of subjects that have been examined to death, are hackneyed, are overly general, or perhaps are so obvious that they appear doubtful of reaching of any new or worthwhile conclusion.

C. Writing the MMS paper is a good chance to reflect and conduct research systematically on a subject needing examination. It represents an opportunity to express views on military matters that the profession should know more about. For example, an MMS student might examine how the helicopters used for evacuations in high-threat environments such as Somalia were never designed for such missions, thus posing unacceptable risks. His paper could offer recommended solutions. Another student might want to write about the value of a project he or she had supervised. Without getting bogged down in programmatic or potentially classifiable technical specifications, a student can explain what is "coming on line" for the warfighter.

D. The MMS candidate might also wish to write about a campaign fought in the past and explain its relevance to the present. Another approach is for the writer to summarize and comment on technical issues, in effect explaining difficult material for the benefit of the larger, non-expert service audience. An aviator, for example, might comment on some aspect of the *Gulf War Air Power Study*. A writer can get at least a fair idea of what Marines and others in the profession of arms are thinking about by simply reading the articles and letters to the editors appearing in the major military publications. While each magazine has its own style and area of focus, what is most important is the range of issues that the publication's editors consider of interest to their readers. By examining issues of the *Marine Corps Gazette* or *Naval Institute Proceedings*, a writer can get a good idea of what Marines in the operating forces are reading. Armed with knowledge, personal experience, and thorough research, a writer can become a part of ongoing dialogue within the US military.

E. In summary, a professional paper is doable *if* the student can:

- (1) Justify it by personal interest and professional relevance.
- (2) Locate authoritative source-material pertaining to the subject.
- (3) Limit its text to 20 pages of coherent, persuasive argument.
- (4) Successfully defend it before an oral defense committee.

5. BEGINNING THE MMS PROJECT

A. A good way to begin is to examine your personal and professional interests. Does a particular topic stand out? If so, capture that topic in the form of a question, such as,

Did the planning and execution of Operations DESERT SHIELD/DESERT STORM in 1990-91 reflect a truly "joint" approach to warfighting, or was the whole effort more one of "deconflicting" the operations of each of the services?

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A question affords an excellent *working* title and an excellent beginning. Research, after all, is an inquiry. An MMS paper should ask a question, use a sufficient amount of research to answer the question, and present appropriate documentation to render the answer convincing.

B. The question should be properly limited and focused. After selecting an area of interest, the writer goes on to narrow the topic to a much smaller area while pursuing preliminary reading and then research. Some topics, such as “strategy,” “aviation,” “education and training,” or “leadership,” are arguably too broad and general to be dealt with in a 20-page MMS paper. So the writer needs to narrow down his or her topic to some vital aspect of one of these broader areas.

C. An MMS paper focusing on the Operational Art, CIAO, or some other relevant area asks a question and provides a plausible answer *in the form of its thesis statement*. To formulate a question, the writer needs to discover some area of debate or basic disagreement within the profession, the wider defense community, academe – *or in his own mind*. The next step is to explore the grounds for this debate by reading the relevant literature. *What have others said? What are they saying now? Why? What are their motivations? What are their credentials?* In this way, the writer becomes familiar with the questions that have been settled and those that are still under dispute. Then, as the writer looks for answers to his questions, he narrows the scope and determines the best approach to the material. The result will be a focused paper.

D. Although there are classified journals published within the intelligence community, MMS papers should be written for an unclassified readership. Professional communication is central to this assignment and the best way to convey information is to remain within the world of open sources. As indicated above, however, issues involving work at the classified level will be decided on a case-by-case basis.

E. Above all, an MMS paper is a research paper. It goes systematically and thoroughly into available sources and undertakes research on a topic that might have originated with personal experience but soon goes well beyond it. This means, variously, consulting experts in the field, periodicals and newspapers, electronic databases, government reports, unpublished government documents, and single-author monographs recognized as standard interpretations within a field. The result of this inquiry should be a sound and original analysis that shows a mastery of the subject matter.

6. WHAT DOES AN MMS PAPER NEED TO DEMONSTRATE?

A. Familiarity with the relevant literature. The MMS candidate should indicate that he or she has consulted or is aware of the significant previous work on the topic. The author should draw upon official reports, briefings, speeches, and interviews with key participants. Further useful sources are Congressional hearings, Congressional Research Service studies, think-tank reports, and reports by advocacy groups. By asking questions that no one else has, the MMS candidate can economically exploit a variety of sources, never forgetting that the inquiry determines what is relevant and what is not.

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B. Originality. The MMS candidate is not writing a “report,” a mere compilation of facts or a summary of others’ work. Rather, since the MMS candidate is asking fresh questions, the result will be original in terms of its conclusions. Although a paper might cover familiar ground, a research paper can still be original and thought-provoking because it reaches new conclusions or offers new interpretations. An MMS paper that steps “outside the box” to say things that have not been said or to ask questions that have not been asked can be a real contribution to the study of the profession of arms.

C. Documentation. An MMS paper will show thorough documentation to establish the credibility of the author’s work. A key requirement is to reflect the author’s familiarity with previously published treatments of the same or similar subjects, and with official documents that are archival or otherwise unpublished. A scrupulous adherence to the appropriate conventions for documenting one’s work is essential.

7. WHAT AN MMS PAPER IS NOT. Upon submission in final form for its oral defense, an MMS paper must comprise a product beyond the limited scope associated with the examples set forth below. None of these would be considered sufficient for the purposes of meeting the requirements of the MMS program. An MMS paper is *not*:

A. A literature survey. Although consulting relevant previous treatments of a topic is essential, students cannot merely summarize others’ work as a credible MMS paper. An MMS paper should offer fresh insights.

B. A rehashing of someone else’s work. While you will undoubtedly “stand on the shoulders of giants” and make use of previous monographs and interpretations, an MMS paper should draw conclusions of its own and should clearly distinguish the author’s thoughts from those of the various sources consulted.

C. A simple narrative. Especially in writing on historical subjects, students need to do more than merely narrate the course of events. Such a paper should not only take into account prior accounts, but should also explain events in a way that is new or in a way that allows readers to draw new insights. It is important for the paper to come quickly to its focus and not become bogged down in an endless narrative.

8. STAGES OF PREPARATION. The MMS process typically involves four overlapping stages: reading the literature, conducting research, writing, and preparing for the oral defense. Brief descriptions of these stages are given below.

A. Reading the literature. At this stage, the student reads published studies dealing with the selected topic. This stage guides the MMS candidate into the issues involved. Footnotes and bibliography suggest additional sources to consult and gaps in existing studies.

B. Research. During this stage, the MMS candidate locates and exploits primary (that is, original or unpublished) sources or any other research materials that will inform the writing. By examining new evidence or in some cases looking afresh at familiar evidence, the MMS student does the essential baseline work for the paper. Keep in mind a fundamental reality of any

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research endeavor: at some point the MMS candidate will need to stop researching and get on with the task of writing.

C. Writing. This is the hard part. A successful MMS candidate usually begins to write as soon as he or she gets a sense of the topic and its various aspects – the “fact patterns” involved, so to speak. Sometimes the candidate starts writing merely to summarize existing accounts, or perhaps as soon as he or she develops a working hypothesis to structure the research. Writing is arguably the most time-consuming and challenging part of the entire process. First drafts often fall short of one’s expectations; persistence, however, invariably pays off. As Robert Louis Stevenson once put it, the secret to good writing is to write, rewrite, rewrite, rewrite....

D. Oral defense. The focus of the oral defense will be the conclusions reached, the way they were reached, the methodology of the research process, and the organization and content of the paper. The mentor serves as chair of the oral defense committee. The oral defense committee will be looking for: a) a substantial, clear thesis, one that is strongly supported by the evidence; b) proper ordering of the argument and evidence; c) a plan that is outlined and clear and one that is followed throughout the paper; d) clear, easy to follow logic; and e) a style that flows from idea to idea and paragraph to paragraph and that uses consistently correct grammar, spelling, and punctuation. In an oral defense of an hour’s duration, the MMS candidate should expect to spend perhaps 10 – 15 minutes in introducing and “making the case” for his or her paper: that is, laying out its conclusion and the process of research by which it was arrived at. This presentation should be an oral argument rather than a presentation that relies upon PowerPoint or some other mechanical means. It is to be expected that the members of the committee will then wish to use the remaining time in order to ask questions about the research methodology, the findings, etc.

9. PROCEDURES

A. The MMS paper and its oral defense are among the most challenging projects of the CSC academic year. The MMS paper must cover more ground, probe more deeply, and demonstrate greater familiarity with the literature than any other of the shorter assigned essays. Thus, for practical as well as formal reasons, the MMS candidate must initiate research early in the first semester and maintain a strong effort (that now also includes writing) into the second semester in order to be assured of ultimate success.

B. To assist you in preparation of your MMS paper, the major requirements of that process are set forth by date below.

Step One. 09-12 August 2010. Requirement: Attend Keynote Week Speakers’ Presentations

The Keynote Speakers’ Presentations will challenge students to think about issues fundamental to the profession of arms and the world of today. Think about a topic and consult with conference group faculty advisors. Consider lists of possible topics sent out from time to time. Consult the roster of Ph.D. faculty at the end of this booklet in terms of interests, teaching experience, publications, etc. Run your topic by them.

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This information can be found at the back of this booklet in **Appendix F**, under the heading **“Ph.D.-holding Faculty and Areas of Interest.”** One of these will serve as the mentor for the MMS candidate’s paper. Again, engage with the faculty to seek out prospective mentors for a discussion of possible topics. Begin this effort even before the formal process of signing up for the program gets under way.

Step Two. **August 2010** Attend the Research Center Overview given by the staff of the Gray Research Center and any other sessions scheduled to assist you with the research and writing process.

Identify research resources that you will wish to consult more fully at a later date, and attempt to refine your research interests into a specific topic or two.

Step Three. **NLT 7 Sep 2010.** Requirement: *Complete and submit the formal application for admission into the MMS program.*

Application is at **Appendix A** or may be downloaded from CSC Student shared drive under “MMS Program.” Submit your completed application a) to your conference group faculty advisors and, after gaining their signatures, b) to the CSC Operations Manager’s office, Room 147, for collection. Applications will then be reviewed by COMPASS, which will in turn forward it on to the Associate Dean of Academics for approval.

Note: Should you already have had discussions with a professor with whom you would like to work as your mentor, be sure and indicate the professor’s name on your application.

Conference group faculty advisors will consider the student’s ability to undertake the MMS work as well as that associated with the core curriculum at the same time. They may also offer advice regarding MMS topics, interest areas of faculty, etc.

Approval of your application by the Associate Dean of Academics constitutes formal admission to the MMS Program.

Step Four. **27 September 2010.** Requirement: *Attend formal meeting with civilian Ph.D. MMS mentor. Individual meetings with mentors prior to this date are encouraged.*

At meeting, mentor will discuss research techniques, outlining, formulation of a working title, etc. Continue research and writing process, focusing on preparation of formal proposal.

Step Five. **29 October 2010.** Requirement: *Submit to civilian Ph.D. MMS mentor your formal MMS proposal.*

Form is at Appendix B, Format for MMS Proposal.

The formal proposal for the MMS paper should be a finished product 1 to 2 pages in length (typed and single-spaced).

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The purpose of the proposal is to state the subject or problem to be investigated, the major thematic questions to be pursued, and expectations about research regarding sources, types, and availability, etc. Proposals must contain a preliminary bibliography.

Step Six. NLT 5 November 2010. Requirement: *Submit undergraduate transcripts to Marine Corps University Registrar.*

MARINE CORPS UNIVERSITY
(ATTN: REGISTRAR, RM 025)
2076 SOUTH STREET, MCCDC
QUANTICO, VIRGINIA 22134-5067

Step Seven. December 2010. Requirement: *Continue research and writing process.*

Step Eight. 24 January 2011. Requirement: *Complete and submit first draft of MMS paper to MMS mentor.*

Thereafter, schedule meetings in order to receive from mentor and discuss comments on first draft of MMS paper. Act upon mentor's suggestions as to corrections, new areas to develop, necessary revisions, etc.

Note: It is essential that you get your first draft to your mentor on time. Faculty members are required to report to the Dean of Academics indicating MMS first-draft submission status.

Step Nine. 21 February 2011. Requirement: *Complete and submit second draft of MMS paper to MMS mentor.*

Thereafter, schedule meetings in order to receive from mentor and discuss comments on second draft of MMS paper. Act upon mentor's suggestions as to corrections, new ideas to develop, necessary revisions, etc.

Step Ten. 21 March 2011. Requirement: *Complete and turn in final submission of MMS paper to MMS mentor.*

Thereafter, schedule meetings in order to receive from mentor and discuss comments on final draft of MMS paper. Should there be any final suggestions as to corrections, revisions, etc., act upon them with dispatch.

Note: If first drafts are not submitted by the time second drafts are due, the candidate will not be allowed to continue in the program.

Begin process of preparing for oral defense in coordination with MMS mentor. Discuss with your MMS mentor ways to structure your presentation and prepare for likely questions.

Step Eleven. 21 March to 29 April 2011. Requirement: *MMS mentor judges MMS paper to be acceptable.*

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The acceptance of the MMS paper by the MMS mentor is required before the MMS candidate can proceed to the step of the oral defense. It is possible that the Ph. D. mentor may determine that a paper is ready to be defended early, in which case an early oral defense may be scheduled. Once the MMS mentor has accepted the paper, the MMS candidate delivers in person hard copies to other members of the oral defense committee.

The MMS candidate should be prepared to answer any preliminary questions of a general nature that might be put forward at this time.

Step Twelve. 01 March to 29 April 2011 (as scheduled). Requirement: MMS candidate conducts oral defense of MMS paper on assigned date for defense.

Oral defense sessions (one hour in duration) to be scheduled in period by MMS mentor in coordination with CSC Operations Manager (Mrs. Rohler).

At the conclusion of a successful oral defense and acceptance by the members of the oral defense committee of the MMS paper, the passed MMS candidate submits a copy (signed by the members of the oral defense committee) of the MMS, an electronic copy of the manuscript (CD or via e-mail), and a completed Defense Technical Information Center (DTIC) Report Documentation Page (hardcopy and electronic) to the CSC Operations Manager, Room 147. These materials should be submitted no later than **06 May 2011**.

A sample DTIC form is at **Appendix D** and may be downloaded from the CSC student shared drive under the MMS subsidiary. All MMS papers are archived by the College and by DTIC.

****Normally, no extensions are allowed in process. Formal approval from the Dean of Academics must be secured in order to go beyond the 29 April 2011 deadline for final submissions and oral defenses.****

10. STANDARDS

A. The text or body of the Master of Military Studies paper must be not less than 20 pages in length. The student will also complete the title page, one-page executive summary, table of contents, authorities/works cited, and a bibliography.

B. Samples of the title page, executive summary, disclaimer, List of Illustrations and Tables, Table of Contents, and Preface can be found at **Appendix C**.

C. The paper must be graduate-level work in both substance and form, and in concert with the instructions set forth in the *Written and Oral Communications Guide, AY 2010-11*. Standards for evaluation of written work are as follows:

(1) Thesis and support of thesis. Substantial, clear thesis. Thesis strongly supported by argument and evidence. Supporting evidence is accurate.

(2) Organization. Proper ordering of argument and evidence. Plan outlined and clear to reader. Plan is sustained throughout the paper.

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(3) Style. Clear, easy to follow logic. Good flow between sentences and paragraphs. Precise and appropriate word choice.

(4) Mechanics. Consistently correct grammar, punctuation, and spelling.

D. If the preliminary drafts demonstrate inadequate research, unsubstantiated conclusions, extensive failures of written expression, or other important problems in the areas listed above, the mentor may make a determination as to whether the student should be permitted to remain in the program. If the mentor decides to require the candidate to withdraw, he must do so by a written statement to COMPASS. The student may appeal the mentor's decision to that same committee by filing a written statement.

E. The Command and Staff College has a strict attribution policy, which its Standard Operating Procedures spell out. Not only the words but also the ideas of other authors must be properly credited.

F. Evaluation for the Master of Military Studies paper is a pass/fail determination.

G. The mentor and other member(s) of the oral defense committee together determine whether the paper is acceptable.

H. If the oral defense committee proves unable to reach agreement on approval for the final paper, or if a student wishes to appeal their decision, the proper course of action is for the student to file a written statement with COMPASS. That committee will choose one of its own members and two other appropriate faculty to consider the paper anew and to make a pass/fail determination. This judgment is final unless the Dean of Academics makes an individual determination to pursue the matter.

I. A student may withdraw from the MMS program at any time during the year by writing a brief memorandum (a model withdrawal memo is at **Appendix E**) and delivering it to the two conference group faculty advisors, the mentor, the Dean of Academics, and the Operations Manager.

J. All MMS participants will complete the on-line MMS Program Critique.

K. "Distinguished Graduate" status, which is awarded to selected students at the completion of the College year, will be unaffected by a student's decision to enter into, or withdraw from, the Master of Military Studies program.

11. SUMMARY OF ROLES AND RESPONSIBILITIES

A. The Master of Military Studies is a voluntary program; it is the student who bears responsibility for getting the work under way, arranging tutorials, meeting deadlines, and completing a worthy finished product.

B. **Conference Group Faculty Advisors** have an important role. They advise their students at the beginning of the year on the many demands of the curriculum and other requirements and

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opportunities of the year in residence at Quantico. Where a student's personal circumstances, academic performance, writing abilities, or CSC duties suggest potential problems, the faculty advisors may counsel the student against assuming the further responsibilities of the MMS. Where they judge a candidate to be likely to succeed, however, they should encourage and approve participation. They thereafter show continued awareness of a student's progress in terms of meeting submission deadlines, scheduling of the oral defense, etc.

C. **The MMS mentor** offers professional and academic advice, such as discussing alternative viewpoints and source materials. He also aids the student in developing ideas and shaping them into a successful written form. The mentor is not a proofreader; the author is responsible for submitting clean and grammatically proper text. The mentor may meet singly or jointly with the candidate and as often as is warranted. Experience has shown that an initial early meeting of the mentor with the candidate is best for establishing relationships, defining expectations, and getting the candidate off on the right foot.

D. **COMPASS** directs the administration of, and maintains the standards for, the MMS program. It performs its own review of all project proposals, and adjudicates any problems arising during the year, issuing guidance where necessary (with the concurrence of the Dean of Academics). Regular liaison with the Operations Manager will be required. COMPASS further serves as a manager of the grade appeal process. Faculty decisions reached under its auspices are subject to approval or disapproval only by the Dean of Academics and only if he or she decides to intervene.

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APPENDIX A

APPLICATION FOR MMS PROGRAM

Data Required by Privacy Act of 1984

Authority: Title 5, US Code, Section 301.

Principal Purpose: To apply for admission to the MMS program.

Routine use: To determine applicant's eligibility to participate in MMS program.

Disclosure and effect: VOLUNTARY. Applicant is admitted to the MMS program on the basis of qualification listed on this form.

LAST NAME: _____

FIRST NAME: _____ MI: _____

RANK: _____ SERVICE: _____

SSN ("last four" only): _____ CG: _____

MILITARY EXPERIENCE:

SOURCE OF COMMISSION: _____ DATE ENTERED SERVICE: _____

OCCUPATIONAL SPECIALTIES:

PRIMARY: _____ ADDITIONAL: _____

MILITARY EDUCATION — (SHOW SCHOOLS OF OVER 4 WEEKS' DURATION)

SCHOOL/LOCATION	DURATION	DATE

CIVILIAN EDUCATION

	SCHOOL	DEGREE	MAJOR	DATE AWARDED
Baccalaureate Degree				

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APPENDIX A

ACADEMIC HONORS: (Include scholarships, honor societies, fellowships, etc.)

PRIOR RESEARCH: List research with DoD or civilian agencies, colleges/ universities. List titles of any monograph studies or papers written in an advanced degree program.

PROPOSED RESEARCH TOPICS: Brief description of topic you will write about for the MMS Program. (Complete MMS Paper proposal separately.)

Subject area: (e.g., leadership, C4I, logistics, COIN, command in war, etc.)

Particular
Topic: _____

Proposed
Title: _____

Capture what you intend to work on by giving a “working title” that tells your reader what your subject matter is but also establishes limits for what you plan to cover. Examples of proposed or working titles, using previous MMSes, are:

Phased Insurgency Theory: Ramadi, 2003-2007, by Major J. D. Harrill;

George Washington and the American Revolution: An Unconventional Insurgency, 1775-1783, by Major Steve Riffer;

Enhancing Operational Flexibility: The Next Generation Multi-Use Composite Box System , by Lieutenant Commander M. E. Williamson;

Is the Joint Fighter the Last Manned Aircraft? by Major B. V. Greene

Proposed Mentor: _____

If you have discussed this project with a particular Ph. D. faculty member and you wish to work with that professor as your mentor, please so indicate.

APPLICANT SIGNATURE

FACULTY ACCEPTANCE AND APPROVAL: Pending COMPASS Approval

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APPENDIX A

Military Faculty Advisor: CONCUR_____ NONCONCUR_____

Signature

Civilian Faculty Advisor: CONCUR_____ NONCONCUR_____

Signature

The applicant is hereby accepted into the Master of Military Studies Program.

COMPASS COMMITTEE

ASSOCIATE DEAN OF ACADEMICS

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APPENDIX B

FORMAT FOR MMS PROPOSAL

The following is the format for the Master's Paper Proposal, which should be a document of approximately 1-2 single-spaced, typewritten pages.

DD MMM YY

MEMORANDUM

FROM: Applicant (By name)

TO: Mentor (By name)

SUBJ: MMS PAPER PROPOSAL

1. Essential information: Please provide the following:

a. Proposed Topic (Working Title)

b. Mentors: Ph.D. faculty member _____; Military faculty member (if topically required) _____.

c. Problem Statement: Describe in a few declarative sentences the problem/issue your paper will address, and why you want to write on this particular subject. Your comments should include the proposed scope of your paper, stated either chronologically or topically or both. Your comments should also include your judgment regarding the significance of your topic to the wider professional community. Be concise and restrict yourself to only the most important considerations at this stage. This problem statement forms the basis for, and leads directly to, research questions.

d. Proposed Research Question: State what you consider to be the primary research question that your paper will seek to answer. List any secondary questions as you believe appropriate.

2. Research Design: Briefly describe the main steps you envision for completion of your paper. Included should be such topics as:

a. The methodology you intend to employ to complete the work.

b. Any preliminary research already accomplished.

c. The types of sources you intend to explore to complete the project.

d. Milestones you have set for yourself. Consider well the relationship between the schedule you are developing for yourself and the deadlines published in this volume.

3. Preliminary Bibliography: See *Written and Oral Communications Guide*, AY2009-10.

/s/ Your name
MAJ, USMC

Master of Military Studies Requirements for the Degree

APPENDIX B

PROPOSAL SAMPLE

09 OCT 10

MEMORANDUM

FROM: Major XXXXXX, USMC, CG 11
TO: X. X. XXXXXX, Ph.D. (or other title)
SUBJ: MMS PAPER PROPOSAL

1. Essential Information

a. Proposed Topic: Development of the Soviet Operational Maneuver Group and its Application to the Marine Corps.

b. Mentors: Ph.D. faculty mentor Dr. XXXX; Military faculty member (if topically required) LtCol XXXX.

c. Problem Statement: I propose to study the development of the deep battle concept of the Soviet Union. The study will begin with the theories and teachings of Marshals Triandofillov and Tukhachevskii in the 1920s and 1930s, will trace the development of the Soviet deep battle concept from the mobile groups of WW II, and will examine whether Marine Corps units in a joint scenario can apply this concept today.

d. Proposed Research Question: Is the concept of the Soviet deep battle doctrine as manifested by the OMG applicable to MEF operations?

2. Research Design

a. Methodology: I intend to conduct a historical review of available literature of the development of the Soviet deep battle concept. This review will be highlighted with a case study of the Soviet Manchurian Campaign in August 1945. Subsequently, I will review the Marine Corps' current doctrine of maneuver warfare, force structure, unique capabilities, and limitations to attempt to determine the application of any or all of the Soviet deep battle concepts to Marine Expeditionary Force (MEF) operations.

b. Preliminary Research: A campaign analysis of the Soviet Manchurian Campaign in August 1945, and a review of articles concerning the development and concept of the OMG.

c. Sources: The initial search for reference material has focused on books, periodical articles, and Defense Technical Information Center (DTIC) assets available at/through the Research Center. The appendix lists possible sources gathered to date. The DTIC reports, studies, and papers requested are expected to be available by (date). Other sources such as Soviet articles and books will also be sought although sources available to date are expected to be adequate to complete the study. Additionally, Marine Corps doctrinal publications, force structure documents, and the latest recommendations of the Force Structure Planning group will be reviewed.

Master of Military Studies Requirements for the Degree

APPENDIX B

d. Milestones

(1) Applications Due	07 Sep 2010
(2) Transcripts Due	05 Nov 2010
(3) First Draft	22 Jan 2011
(4) Second Draft	22 Feb2011
(5) Final Submission	22 Mar 2011
(6) Signed original, DTIC Form, and diskette to Operations Manager	5 May 2011

3. Preliminary Bibliography. See the CSC publication entitled *Written and Oral Communications Guide, AY 2010-11*.

XXXXXXX
MAJ, USMC

Master of Military Studies Requirements for the Degree

APPENDIX C

*United States Marine Corps
Command and Staff College
Marine Corps University
2076 South Street
Marine Corps Combat Development Command
Quantico, Virginia 22134-5068*

MASTER OF MILITARY STUDIES

TITLE:

SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF MILITARY STUDIES

AUTHOR:

AY 10-11

Mentor and Oral Defense Committee Member: _____

Approved: _____

Date: _____

Oral Defense Committee Member: _____

Approved: _____

Date: _____

Master of Military Studies Requirements for the Degree

APPENDIX C

Sample Executive Summary

Title: Operation STRANGLE, 1944: Airpower Overreach?

Author: Major John Smith, United States Marine Corps

Thesis: An overly ambitious objective and unsound measures of effectiveness ensured that the Allies' Operation STRANGLE achieved an ambiguous outcome during the struggle against German forces to take Monte Cassino in spring 1944.

Discussion: From 19 March through 10 May 1944, the Mediterranean Allied Air Force executed an aerial interdiction effort against German forces in Italy near Cassino, southeast of Rome, with the intent to force the Germans to withdraw to northern Italy, thus breaking the stalemate along the Gustav Line. Allied Air Force leaders believed that airpower alone could force such a withdrawal by targeting the Germans' logistical lifeline and "starving" the Germans into a retreat. This effort, known as Operation STRANGLE, included innovative targeting methodologies and tactics for air interdiction. At first the operation showed signs of promise, achieving several intermediate objectives set forth by the planners. However, the Germans did not withdraw and the Allies were forced to launch a major ground offensive to dislodge the Germans from the Gustav Line. Some analysts have since lauded the effort as a success in terms of weakening German forces along the Gustav Line in advance of the ground assault that followed (Operation DIADEM). Others claim that Operation STRANGLE was a failure because it did not achieve its stated objective. This study does not seek to portray Operation STRANGLE as a success or failure, but rather seeks to examine the design and execution of the campaign in terms of why it did not achieve the intended result.

Conclusion: Operation STRANGLE's design was based upon tenuous assumptions. Moreover, the objective was overly ambitious and based upon unrealistic expectations regarding the ability of airpower to force a German withdrawal.

Master of Military Studies Requirements for the Degree

APPENDIX C

DISCLAIMER

THE OPINIONS AND CONCLUSIONS EXPRESSED HEREIN ARE THOSE OF THE INDIVIDUAL STUDENT AUTHOR AND DO NOT NECESSARILY REPRESENT THE VIEWS OF EITHER THE MARINE CORPS COMMAND AND STAFF COLLEGE OR ANY OTHER GOVERNMENTAL AGENCY. REFERENCES TO THIS STUDY SHOULD INCLUDE THE FOREGOING STATEMENT.

QUOTATION FROM, ABSTRACTION FROM, OR REPRODUCTION OF ALL OR ANY PART OF THIS DOCUMENT IS PERMITTED PROVIDED PROPER ACKNOWLEDGEMENT IS MADE.

Master of Military Studies Requirements for the Degree

APPENDIX C

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APPENDIX C

Preface

The preface is an informal statement from the author(s) to the reader about the research project and the report. Usually the preface describes the general issue addressed in the report and the reasons for choosing to research the topic. Some general statement about the value of the research or the special applications to which it pertains may also be mentioned. The preface, however, is not an abstract of the report.

The preface is the place to acknowledge the assistance you received. Guidance and assistance from your research advisor and other faculty are usually acknowledged. Substantial help from librarians, sponsoring organizations, or members of outside organizations may also be acknowledged. If acknowledgments are the only material provided in the preface, this section can be labeled “Acknowledgments” rather than “Preface.” Because the preface is an informal statement from the author(s) to the reader, it is usually written in the first person, and the reader may be addressed in the second person. Elsewhere in the report, third-person form should be used.

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APPENDIX D

REPORT DOCUMENTATION PAGE		FORM APPROVED - - - OMB NO. 0704-0188	
<small>PUBLIC REPORTING BURDEN FOR THIS COLLECTION OF INFORMATION IS ESTIMATED TO AVERAGE 1 HOUR PER RESPONSE, INCLUDING THE TIME FOR REVIEWING INSTRUCTIONS, SEARCHING EXISTING DATA SOURCES, GATHERING AND MAINTAINING THE DATA NEEDED, AND COMPLETING AND REVIEWING THE COLLECTION OF INFORMATION. SEND COMMENTS REGARDING THIS BURDEN ESTIMATE OR ANY OTHER ASPECT OF THIS COLLECTION OF INFORMATION, INCLUDING SUGGESTIONS FOR REDUCING THIS BURDEN, TO WASHINGTON HEADQUARTERS SERVICES, DIRECTORATE FOR INFORMATION OPERATIONS AND REPORTS, 1215 JEFFERSON DAVIS HIGHWAY, SUITE 1204, ARLINGTON, VA 22202-4302, AND TO THE OFFICE OF MANAGEMENT AND BUDGET, PAPERWORK REDUCTION PROJECT (0704-0188) WASHINGTON, DC 20503</small>			
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Master of Military Studies Requirements for the Degree

APPENDIX E

WITHDRAWAL FROM THE MMS PROGRAM

The following is the format for a memorandum of withdrawal from the MMS program. It should be a document of approximately one page, single-spaced, and typewritten.

DD MMM YY

MEMORANDA

From: (Your Rank, Name, Service, Conference Group #)
To: Dean of Academics, Command and Staff College
Via: Deputy Director/Dean of Students

Subj: WITHDRAWAL FROM MMS PROGRAM

1. Essential information: Please provide the following:

- a. Working Title of MMS Paper
- b. Master's Paper Mentor

2. Reason for withdrawal: Please state the reason you are leaving the MMS program. Note that this is for record-keeping purposes only, and that any stated reasons are considered valid. Your response will not be evaluated or questioned by COMPASS or any other committee or officer of the College. Your comments may involve lack of research materials, difficulties with time management, mentoring, family issues, problem narrowing down the topic, or loss of interest in the topic. Be concise and limit yourself to the most important factors influencing your decision.

Very respectfully,

(Typed name/signature)

Copies to: Mentors
Faculty Advisors
Operations Manager

Master of Military Studies Requirements for the Degree

APPENDIX E

REQUEST FOR EXTENSION

The following is the format for request of extension for completion of MMS requirements beyond 29 April 2011. It should be a document of approximately one page in length, single-spaced and typewritten.

DD MMM YY

MEMORANDUM

From: (Your Rank, Name, Service, and Conference Group Number)

To: Dean of Academics, Command and Staff College

Via: Your Ph.D. MMS Mentor

Subj: REQUEST FOR EXTENSION

1. **ESSENTIAL** information:

a. Title of MMS Paper.

b. MMS Mentor

2. Reason for extension. Please indicate the reasons why you are requesting additional time to complete the MMS.

Very respectfully,

Typed name/signature

Copies to: Conference Group Faculty Advisors
Operations Manager

Master of Military Studies Requirements for the Degree

APPENDIX F

Ph.D. FACULTY MEMBERS AT CSC AND MCU CHAIRS AND OTHER MCU FACULTY WITH THE Ph.D. AND AREAS OF INTEREST

Dr. Bruce E. Bechtol, Jr. Professor of International Relations

Dr. Bruce E. Bechtol Jr. is a Professor of International Relations at the Marine Corps Command and Staff College in Quantico, Virginia. He received his Ph.D. in National Security Studies from the Union Institute, Cincinnati, Ohio. He is a retired U.S. Marine and a former Senior Analyst with the Defense Intelligence Agency. Dr. Bechtol is the author of *Red Rogue: The Persistent Challenge of North Korea* (Dulles Va: Potomac Books, 2007), and of the brand new book *Defiant Failed State: The North Korean Threat to International Security* (Potomac Books, 2010). He is the former editor of the *Defense Intelligence Journal* (2004-2005) and sat on the Editorial Advisory Board of the *East Asian Review* (2005-2009). He is on the Board of Directors of the International Council on Korean Studies, and the Council on U.S.-Korean Security Studies. He is a Fellow at the Institute for Corean-American Studies. His general areas of interest are:

- Counter-proliferation and WMD
- East Asian Affairs
- Foreign Policy
- National Security Affairs
- North Korea/South Korea

Dr. Donald F. Bittner (Lieutenant Colonel, USMCR, Retired) Professor of Military History

Dr. Bittner has served as a professor at the Command and Staff College since August 1989. He previously taught an elective on the American Indian Wars. A retired Marine Corps Lieutenant Colonel, having served over 28 years in both the regular and reserve establishments, with 21 years of active duty, he served in a variety of assignments, including, 2nd Field Artillery Group; The Marine Barracks, Keflavik, Iceland, and Marine Barracks, Long Beach, CA; 3rd Battalion, 24th Marines; Landing Force Training Command-Atlantic; duty aboard *USS Talladega* (APA-208) as a Combat Cargo Officer; and, for 14 years in uniform, Military Historian at the Marine Corps Command and Staff College. He has authored and edited numerous publications. His general areas of interest are:

- General Military History
- US Military History
- British Military History
- French Military History
- Marine Corps History
- Research Methodology, General
- Historical Amphibious Issues
- History of Professional Military Education

Master of Military Studies Requirements for the Degree

APPENDIX F

- Native American History
- Roman and Medieval History
- Military Innovation
- Leadership

Dr. Robert B. Bruce **Associate Professor of Military History**

Joining the faculty of the Command and Staff College in July 2009, Dr. Bruce previously served as an associate professor of history in the Department of History, Sam Houston State University, 2000-2009. Dr. Bruce is an award winning author of numerous books including *A Fraternity of Arms: America and France in the Great War*, published by the University Press of Kansas in 2003 and a co-authored work *Fighting Techniques of the Napoleonic Age, 1792 – 1815*, published by St. Martin's Press in 2008. His book *A Military History of France: From the Napoleonic Wars to the 21st Century*, is forthcoming from Praeger Security International. He received his Bachelor's and Master's degrees in History from the University of Nebraska at Omaha, 1992 and 1994, respectively, and his Ph.D. in History from Kansas State University in 1999. His general areas of interest are:

- French Military History
- US Military History
- Operational Art
- Strategy
- Warfare in the 19th Century: in particular the Napoleonic Wars and the Civil War
- Warfare in the 20th Century: in particular World War I, the Korean War and the Algerian War

Dr. Adam Cobb **Professor of International Relations**

Joining the Command and Staff College in July 2008, Dr. Cobb previously served as a professor of strategy at the U. S. Air Force's Air War College. His degrees include a bachelor of arts (political science and history) from the University of Sydney, 1990; a master of arts (international relations and strategic studies) from Australian National University, 1991; and a doctorate (history) from St. John College, University of Cambridge, 1997. He is author of numerous articles and chapters in books, and his book, *The War College Strategy Reader*, was published by Praeger, Chicago. His general areas of interest are:

- Strategy
- Irregular Warfare: Theory and Practice
- Regional and Cultural Studies of SE Asia
- Energy Security

Master of Military Studies Requirements for the Degree

APPENDIX F

Dr. Richard L. DiNardo **Professor of National Security Affairs**

Richard L. DiNardo is Professor for National Security Affairs at the United States Marine Corps Command and Staff College at Quantico, Virginia. He obtained a B.A. in History in 1979 from Bernard Baruch College, part of the City University of New York (CUNY). DiNardo then attended the Graduate School and University Center of CUNY, receiving his M.Phil. and Ph.D. degrees in History in 1985 and 1988, respectively.

From 1988 – 1997, DiNardo was a member of the History Department of Saint Peter's College, Jersey City, New Jersey, where he taught German History, Russian History and, when allowed, Military History. During that time, from June 1994 to May 1996, DiNardo was a Visiting Professor at the Air War College at Maxwell AFB, Alabama, where he taught in the Department of Strategy, Doctrine and Air Power. DiNardo assumed his present position with the Marine Corps Command and Staff College in January 1998.

DiNardo has published a number of books and articles on a wide variety of topics in Military History. His first book, *Mechanised Juggernaut or Military Anachronism?: Horses and the German Army in World War II*, was the first scholarly treatment of the item that comprised about 70% of the German Army's transport in World War II. He is also the author of *Germany's Panzer Arm*. In 1994, DiNardo was co-editor with the late David Syrett of *The Commissioned Sea Officers of the Royal Navy 1660-1815*. This made DiNardo only the third American to be published by the Navy Records Society of the UK. In addition to these, DiNardo has written on the American Civil War. He co-edited with Al Nofi *James Longstreet: The Man, the Soldier, the Controversy*, writing two of the book's articles. He also authored "Southern by the Grace of God but Prussian by Common Sense: James Longstreet and the Exercise of Command in the American Civil War," published in the *Journal of Military History*. DiNardo has also published several pieces in *North & South*. His most recent book, *Germany and the Axis Powers: From Coalition to Collapse*, appeared in 2005. Although *Breakthrough: The Gorlice-Tarnow Campaign 1915*, is his first book on World War I, he has two articles to his credit on the war, a short study of the German landings in the Baltic islands in 1917 and a book chapter on German air operations on the eastern front in World War I. His general areas of interest are:

- German Army of World War II
- Operational Art
- Leadership
- American Civil War

Master of Military Studies Requirements for the Degree

APPENDIX F

Dr Edward J. Erickson
(Lieutenant Colonel, USA, Retired)
Associate Professor of Military History

Professor Erickson joined the faculty of the Command and Staff College in July 2009. He is a field artilleryman and Turkish FAO with sixteen years of overseas service in Europe and the Middle East. He served in Operations Desert Shield/Desert Storm (3 AD), Joint Endeavor (IFOR), and Iraqi Freedom (4 ID). After retiring Dr. Erickson worked as a school administrator and high school teacher in his hometown of Norwich, New York. He returned to Baghdad, Iraq in 2007 for a year to teach as Professor of Political Science at the Ministry of Defense Training and Development College. He is the author of eight books (the most recent of which is *Gallipoli, The Ottoman Campaign*) and numerous articles. He is currently working on a history of late Ottoman counterinsurgency policy. Dr Erickson holds masters degrees in history and education and also holds a Doctorate in History from the University of Leeds in the UK. His areas of interest include:

- Gallipoli and the Middle Eastern campaigns in WW1
- Ottoman military history
- Turkey as a contemporary military power
- History of military staffs and military transformation
- Combat and military effectiveness
- British military and naval history

Dr Paul D. Gelpi
Associate Professor of Military History

Professor Gelpi joined the faculty at the Command and Staff College in 2007. His B.A. and M.A. (both History) are from the University of New Orleans (1991 and 1994, respectively) and he received his Ph.D. in History from the University of Alabama in 2002. He has taught at the University of Alabama and American Military University, and from 2003 to 2007 was an associate professor of History at Grambling State University. He is the author of numerous articles and essays, along with the forthcoming book, *Forging the Sword: General "Opie" Weyland and the Resurgence of Tactical Airpower*. His general areas of interest are:

- US Military History
- 20th Century US History
- Cold War History
- History of Science and Technology
- Southern History
- Airpower History

Master of Military Studies Requirements for the Degree

APPENDIX F

Dr John W. Gordon
(Colonel, USMCR, Retired)
Professor of National Security Affairs

Joining the Command and Staff College faculty in 2001, Dr. Gordon is coordinator for the MMS Program. He was a professor, faculty fellow, dean of undergraduate studies, and vice chair of a department at The Citadel, 1974-2001. Served also as a visiting professor, US Military Academy; member of the graduate faculty, Citadel-University of Charleston joint M. A.; graduate of the US Army War College (CSC). Active duty, 3rd Marine Division, 1967-1968, Vietnam. In USMCR: command of 3rd Battalion, 24th Marines; Director, MECEP Prep School; OIC IMA Det, MCRD PISC; and AC/S G-3 of 2nd MEB. Author of *The Other Desert War: British Special Forces in North Africa, 1940-43* (Greenwood), and *South Carolina and the American Revolution: A Battlefield History* (USC). His general areas of interest are:

- American Military History
- British Military History
- Leadership Studies and Military Affairs
- Strategic Culture
- The American Revolution
- Special Operations in World War II
- Insurgency and Counter-insurgency
- Irregular Warfare: Theory and Practice

Dr Chris Harmon
Horner Chair,
Marine Corps University

Dr. Harmon, newly installed as Horner Chair, previously served as MCU's Kim T. Adamson Chair and, from 2007 to summer 2010, at the Marshall Center, Garmisch, Germany. Prior to these appointments, commencing in 1993, he was a professor at the Command and Staff College. He was the Course Director for Strategy and Policy, and taught an elective entitled, "Churchill As War Leader: WWII." At CSC he lectured on Mao; the Huk insurgency in the Philippines; the Algerian FLN's fight against French colonialism; and the WWII leadership of Winston S. Churchill. Dr. Harmon's previous teaching was in the Strategy Department of the Naval War College in Newport, RI, for four years. Past academic fellowships included the Publius with The Claremont Institute for the Study of Statesmanship and Political Philosophy, the Weaver from the Intercollegiate Studies Institute, the Earhart, and a post-doctoral year at The Hoover Institution on War, Revolution and Peace at Stanford. From 1985 to 1988 Dr. Harmon worked on Capitol Hill as a foreign policy advisor to a member of the House Armed Services Committee, James A. Courter. He is the author and co-editor of a variety of books and articles. His general areas of interest are:

- International Relations and Current Events
- US Foreign Policy
- Grand Strategy
- Military History (US and Europe)
- Military Theory

Master of Military Studies Requirements for the Degree

APPENDIX F

- Terrorism
- Insurgency and Counter-insurgency
- Revolutionary War: Theory and Practice

Dr Mark H. Jacobsen **Professor of Military History**

Dr. Jacobsen has served as a professor at the Command and Staff College since June 1992. He is a former Course Director of Military Operations Other Than War and taught an elective entitled, "Vietnam Wars, 1945-1975." Prior to coming to Quantico, he was a Fulbright-Hays scholar at the Department of War Studies, Kings College, University of London, and served as a historian at the Naval Historical Center, Washington, DC. He has authored and co-authored a variety of publications. His general areas of interest are:

- | | |
|--|---|
| • Airpower | • British Military History, 19 th -20 th Century |
| • The Middle East | • French Military History, 19 th -20 th Century |
| • 20 th Century Naval Warfare | • The Vietnam War (US Phase, French Period) |
| • 19 th -20 th Century Colonial Warfare/
Low Intensity Conflict | • Indian-Pakistani Military History, 19 th
Century to Present |

Dr. Rebecca J. Johnson **Assistant Professor of National Security Affairs**

Dr Johnson joined the faculty of the Command and Staff College last year, having most recently served as a visiting assistant professor, Georgetown Public Policy Institute, Georgetown University. Her degrees include a bachelor's (Government) from the University of Texas, and an MA and Ph.D., both in International Relations, from Georgetown University. She has also earned an M.Div. from the Wesley Theological Seminary, Washington, DC, with concentrations in ethics and world religions. Her written works include articles in a variety of journals, to include *Parameters* and *Small Wars Journal*, on the topics of military ethics and moral formation. Dr. Johnson is the book review editor for the *Journal of Military Ethics*. Her general areas of interest are:

- International Ethics
- Post-conflict Reconstruction
- Religion
- Conflict and Conflict-resolution

Master of Military Studies Requirements for the Degree

APPENDIX F

Dr. Wray R. Johnson **Professor of Strategic Studies, SAW**

Dr. Johnson served as a professor at the Command and Staff College from July 2001 to July 2007, when he joined the School of Advanced Warfighting. Prior to his retirement, he was a professor at the USAF School of Advanced Airpower Studies; Senior Defense Advisor to the Director of the US Information Agency; Chief, Foreign Internal Defense, Headquarters Air Force Special Operations Command; stood up the 6th Special Operations Squadron at Hurlburt Field, FL, the only USAF squadron dedicated to the foreign internal defense and combat advisory mission areas; served in an Air Force counterterrorism unit, and commanded the largest combat arms training and maintenance unit in the USAF. He has also served as an adjunct professor with American Military University (Graduate Faculty); the USAF Special Operations School and Joint Special Operations University; and the School for National Security Executive Education, National Defense University. In 2000, Dr. Johnson was named the Major General John R. Alison Special Operations Educator of the Year. His general areas of interest are::

- Airpower
- Small Wars (Insurgency/Counterinsurgency)
- Special Operations
- Naval Aviation
- Strategy and Strategic Thinking
- Critical Thinking and Decision-Making Theory Operational and Strategic Culture

Dr. Francis H. Marlo **Assistant Professor of National Security Affairs**

Joining the CSC faculty in July 2008, Dr. Marlo previously served as an assistant professor of international security studies, School for National Security Executive Education, National Defense University. His degrees include a bachelor of science (foreign service in diplomacy and international security), Georgetown University School of Foreign Service, 1993; a master of arts (law and diplomacy), Fletcher School of Law and Diplomacy, 2000; and a doctorate, likewise from the Fletcher School, 2006. He has served with the Office of the Assistant Secretary of Defense for International Security Policy, and as a National Security Analyst with the Johns Hopkins University Applied Physics Laboratory. His article, “WMD Terrorism and US Intelligence Collection,” appeared in *Terrorism and Political Violence* (Autumn 1999). His general areas of interest are:

- WMD Proliferation
- Strategy
- International Relations
- Intelligence
- Terrorism
- Ethnic Violence

Master of Military Studies Requirements for the Degree

APPENDIX F

Dr. Charles D. (Doug) McKenna
(Lieutenant Colonel, USA, Retired)
Dean of Academics

Dr. McKenna has served as a faculty member at the Command and Staff College since August 1992. He served as a faculty advisor and the Associate Dean for Education Policy from 1992 to 1998 when he was appointed to his current position as Dean of Academics. While on active duty, Dr. McKenna served in a variety of command and staff assignments, including duty in Alaska, Panama and Europe. He fought as a company commander in the 1st Air Cavalry Division in Vietnam and Cambodia. Dr. McKenna spent almost a decade as a military educator at both the graduate and undergraduate level, serving twice in the History Department at West Point and in the Combat Studies Institute at the Command and General Staff College at Fort Leavenworth, KS. His general areas of interest are:

- Military History, in Particular
- The Civil War
- World War II
- The Korean War
- The Vietnam War
- Biographical Studies
- Leadership Studies
- Organizational Studies
- Human Dimensions in Warfare

Dr. Bradley Meyer
Professor of Military History, SAW

Dr. Meyer has served as a professor at the School of Advanced Warfighting since January 1990. Prior to that he was Olin Fellow, US Naval War College; Olin Fellow, Center for International Affairs, Harvard; Lecturer, Ohio State University; DAAD Fellowship, University of Freiburg, West Germany; and Teaching Assistant, Ohio State University. He has written a variety of publications centering on operational art and military innovation. His general areas of interest are:

- Operational Art
- Military Innovation
- Future War
- The Development of Armor Doctrine
- Mission Orders (History and Implications)
- The German Army, 1866-1918
- National Values and the American Revolution
- Technological War
- Tactics
- The Following Campaigns: 1864 Campaign in Virginia; the Franco-Prussian War; The Schlieffen Plan, the Southwest Pacific Campaign; and the Normandy Breakout

Master of Military Studies Requirements for the Degree

APPENDIX F

Dr. Pauletta Otis **Professor of International Studies**

Dr. Otis joined the faculty at the Command and Staff College in 2007. Prior to that she was a tenured Professor at Colorado State University, a Professor of International Strategic Studies at the Defense Intelligence College, and worked with several intelligence and counterinsurgency programs. She received her Ph.D. (Graduate School of International Studies, 1989) at the University of Denver. She has earned awards in teaching excellence, faculty service as well as the Joint Civilian Service Commendation Award (2009). In addition to a significant number of briefings and lectures both in the United States and internationally, she has published extensively on the subjects of armed groups, information operations, culture in military operations, and global religious violence. Her general areas of interest are:

- Armed Groups and Insurgency
- Cultural Information and Intelligence
- Genocide and Ethnic conflict
- Democracy and Development
- Human security
- Latin America
- Comparative Politics
- Religion and Violence

Dr. Jonathan Phillips **Assistant Professor**

Dr. Phillips joined the faculty at the Command and Staff College in January 2010 after spending a year as the speechwriter for General James Mattis at USJFCOM/NATOACT. From 2006 to 2008, he served as a member of the Department of History faculty at Old Dominion University in Norfolk, VA. He taught previously at Texas A&M University, the University of South Carolina, and the University of North Carolina at Chapel Hill [UNC-CH]. He received his Ph.D. in American History from UNC-CH in 2003. His interests include:

- American Military History
- The Military and Society/Culture
- Civil-Military Relations
- Private Military Contractors
- Humanitarian Assistance and Disaster Relief
- Interagency Operations

Dr. Gordon W. Rudd **Professor of Strategic Studies, SAW**

Dr. Rudd has taught in the Marine School of Advanced Warfighting, SAW, since 1998. Before that he taught for two years in the Marine Command & Staff College, prior to serving 23 years in the US Army as an infantryman with FAO-Middle East and JSO tours. While in uniform he taught at the US Military Academy at West Point in the History Department - 1990-1993. His interests are:

- Military History
- Peacekeeping Operations
- Interagency Operations
- Failed States
- Post-Conflict Operations

Master of Military Studies Requirements for the Degree

APPENDIX F

Dr. Eric Y. Shibuya

Associate Professor of Strategic Studies

Dr. Shibuya joined the Command and Staff College in February 2007. He was previously at the Asia-Pacific Center for Security Studies in Honolulu, where among other duties he served as Program Director for the Junior Executive Course (O-3/O-4 level) and co-founded the Comprehensive Security Responses to Terrorism Course. He holds degrees from the University of Hawai'i, University of Oklahoma, Colorado State University, and was a Fulbright Fellow to Australia. He has participated in Maritime Security Exercises in the Federated States of Micronesia and the Marshall Islands as well as Counter Terrorism courses in Kenya, Kosovo, and Malaysia. He is currently finishing a manuscript on demobilizing militias. His specialties and interests include:

- Terrorism
- Environmental Security (Climate Change and Biodiversity)
- Post-Conflict Reconciliation
- Transnational Security Threats (transnational crime, pandemics, etc.)
- Politics of Oceania (Australia, New Zealand, Pacific Islands)
- Disarmament, Demobilization and Reintegration Programs

Dr. Doug Streusand

Professor of International Relations

Dr. Streusand is Professor of International Relations at the United States Marine Corps Command & Staff College and Adjunct Professor at the Institute of World Politics. An Islamic historian by training, he has written and taught on a wide variety of historical and national security related topics. His publications include two books, *The Formation of the Mughal Empire* (New Delhi: Oxford University Press, 1989); *The Islamic Gunpowder Empires in World History: Ottomans, Safavids, Mughals* (Boulder, CO: Westview Press, 2010); three chapters in collective volumes, "Managing the Iranian Threat to Sea Commerce Diplomatically," in *Getting Ready for A Nuclear Ready Iran* (2005); "Sir Hamilton Gibb, Abu Yusuf, and the Concept of Islamic Civilization," in *History and Historiography of Post-Mongol Central Asia: Studies in Honor of Professor John E. Woods* (2006) and "Geopolitics versus Globalization," in *Globalization and Maritime Power* (2003); and numerous articles and reviews including "European Islam or Islamic Europe," (*New Europe Review* 2004); and "What Does Jihad Mean," (*Middle East Quarterly*, 1997). He received his Ph.D. from the University of Chicago.

- Islam and Politics
- Islamic Civilization
- Iran
- Afghanistan
- Central Asia (including
- South Asia
- Geopolitics and Grand Strategy
- Early Modern Military History
- Statecraft
- Terrorism

Master of Military Studies Requirements for the Degree

APPENDIX F

- Comparative Religions
- Organized Conflict In General

Dr. Craig A. Swanson
(Lieutenant Colonel, USMC, Retired)
Associate Dean of Academics

Dr. Swanson has served as a professor at the Command and Staff College since December 2001. He was the course director for the Theory and Nature course and teaches an elective entitled, “The United States and the Pacific.” Before retiring from the Marine Corps in 2001, Dr. Swanson served in a variety of command and staff assignments. After completing his initial training, he served in communication billets with the 1st and 7th Marines, 9th Communications Battalion, and Marine Corps Base, Okinawa. After a tour at Headquarters Marine Corps, he was assigned to the Political Science Department at the US Naval Academy, Annapolis. While there, he taught undergraduate courses in American government, international relations, political theory, and international organizations. He also worked as a field historian for the Marine Corps’ History and Museum Division with assignments in Haiti, Germany, and Italy. His last active duty billet was as the Curriculum Officer for the College of Continuing Education, Marine Corps University. His general areas of interest are:

- American Foreign Policy
- International Relations
- USN/USMC History
- American History
- History of Medicine
- Marxism
- Political Theory

Dr Paoli G. Tripodi
Head, Ethics Branch
LeJeune Leadership Institute
Marine Corps University

Dr Tripodi was the inaugural chairholder for the Donald Bren Chair of Ethics and Leadership, served in 2009-2010 with the Marine Corps War College, and now as head of the Ethics Branch, LeJeune Leadership Institute. Dr. Tripodi previously served as a Resident Fellow at the Center for the Study of Professional Military Ethics, US Naval Academy in Annapolis, MD, as well as the Assistant Professor in Defense Studies at the Pontificia Universidad Catolica de Chile, Institute of Political Science, Santiago, Chile. Dr. Tripodi has been responsible for researching and developing ethics and leadership training for incorporation into the University’s curriculum, as well as an outreach program of ethics and leadership training into the Operating Forces. He teaches a Command and Staff College elective “The Ethical Dimension of the Military Profession.” His general areas of interest are:

- Ethics
- Leadership

Master of Military Studies Requirements for the Degree

APPENDIX F

Dr. Bradford A. Wineman **Associate Professor of Military History**

Joining the CSC faculty in July 2008, Dr. Wineman previously served as an assistant professor of history in the Military History Department, U. S. Army Command and General Staff College, Fort Leavenworth, KS. His degrees include a B.A. , Virginia Military Institute, 1999; an M.A., Texas A&M University, 2001; and a Ph.D., Texas A&M University, 2006. He is the author of numerous articles, book chapters, encyclopedia entries, and book reviews, and his article, “Operation Badger Tooth: The Battle of Thon Tham Khe,” appeared in *Vietnam Magazine*.

He served in the Marine Corps Reserve, is a veteran of Operation Iraqi Freedom (OIF-III), 2005, and is assigned as an Historian, USMC History Division.

His general areas of interest are:

- American Military History
- Military Education
- Military Affairs
- Civil-Military Relations
- Marine Corps in the Cold War, 1945-1991

Master of Military Studies Requirements for the Degree

APPENDIX G

MILESTONES

06 Aug 2010	MMS ORIENTATION
09-12 Aug 2010	KEYNOTE SPEAKERS' PRESENTATIONS
Aug 2010	RESEARCH CENTER OVERVIEW SESSIONS AS SCHEDULED
NLT 07 Sep 2010	APPLICATIONS to OPERATIONS MANAGER
27 Sept 2010	FIRST FORMAL MEETING with MENTORS*
29 Oct 2010	FORMAL PAPER PROPOSALS to MENTORS
NLT 05 Nov 2010	TRANSCRIPTS to MCU Registrar
24 Jan 2011	FIRST DRAFT to Mentors
21 Feb 2011	SECOND DRAFT to Mentors
21 Mar 2011	FINAL SUBMISSION to Mentors
01 Mar- 29 Apr 2011	MMS ORAL DEFENSE PANEL SESSIONS (EARLIER SESSIONS MAY ALSO BE SCHEDULED.)
06 May 2011	ALL MMS REQUIREMENTS COMPLETED. SIGNED ORIGINAL, ELECTRONIC COPY, CRITIQUE, AND DTIC REPORT DOCUMENTATION PAGE DUE to OPERATIONS

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Completed critique (online critique)

EXTENSIONS ON DEADLINES REQUIRE FORMAL APPROVAL BY DEAN OF ACADEMICS

* MMS MENTORS ARE CIVILIAN PH.D. FACADS AND MILITARY FACADS, BASED UPON TOPICAL REQUIREMENT OF MMS; MMS COMPRISES NOT LESS THAN 20 PAGES OF TEXT IN LENGTH.

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